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| **Student A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall ELPAC Proficiency Level: \_\_\_\_\_\_\_ L: \_\_\_\_\_\_\_ S: \_\_\_\_\_\_\_ R: \_\_\_\_\_\_\_ W: \_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_** **(TLF 1b1)****Student B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall ELPAC Proficiency Level: \_\_\_\_\_\_\_ L:\_\_\_\_\_\_\_ S:\_\_\_\_\_\_\_ R:\_\_\_\_\_\_\_ W: \_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_**  |
| **Conversation Objective (TLF 3a1):**  | **Teacher Prompt (TLF 3b1 & 2):**  |
| **STEPS:**1. Transcribe the language sample below & list date.
2. Write the score and a brief rationale for the scores on the back of this form.
3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.
 | **DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):**  |
| **4** | * Students create or choose a relevant initial idea(s) that is ***effectively*** focused on the prompt and/or learning objective(s)
* Students **meaningfully/*consistently*** clarify idea(s) by paraphrasing, defining and/or elaborating
* Students fortify ideas using ***well-connected*** evidence, examples and/or explanations
 |
| **3** | * Students create or choose a relevant initial idea(s) that is ***sufficiently*** focused on the prompt and/or learning objective(s)
* Students ***adequately*** clarify idea(s) by paraphrasing, defining and/or elaborating
* Students fortify ideas using ***consistent*** evidence, examples and/or explanations
 |
| **2** | * Students create or choose a relevant initial idea(s) that is ***somewhat*** focused on the prompt and/or learning objective(s)
* Students ***inconsistently*** clarify idea(s) by paraphrasing, defining and/or elaborating
* Students ***inconsistently*** fortify ideas using ***loosely connected*** evidence, examples and/or explanations
 |
| **1** | * Students ***do not*** create or choose a relevant initial idea(s) that is focused on the prompt and/or learning objective(s)
* Students ***do not*** clarify idea(s) by paraphrasing, defining and/or elaborating
* Students ***do not*** fortify ideas using evidence, examples and/or explanations
 |
| **DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4)** |
| **4** | * Students ***effectively*** evaluate the strength/relevance of the evidence of each idea
* Students ***effectively*** compare the strength/relevance and choose the strongest/best idea
* Students ***effectively*** explain and/or negotiate final decisions
 |
| **3** | * Students ***sufficiently*** evaluate the strength/relevance of the evidence of each idea
* Students ***sufficiently*** compare the strength/relevance and choose the strongest/best idea
* Students ***sufficiently*** explain and/or negotiate final decisions
 |
| **2** | * Students ***inconsistently*** evaluate the strength/relevance of the evidence of each idea
* Students ***inconsistently*** compare the strength/relevance and choose the strongest/best idea
* Students ***inconsistently*** explain and/or negotiate final decisions
 |
| **1** | * Students ***do not*** evaluate the strength/relevance of the evidence of each idea
* Students ***do not*** compare the strength/relevance and choose the strongest/best idea
* Students ***do not*** explain and/or negotiate final decisions
 |
| **STEP 1 – Write a complete transcription of the conversation in this section** *(Attach additional pages if needed)*  |
| **COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. ATTACH ADDITIONAL PAGES IF NEEDED.****DATE:** |

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| **STEP 2 – Score and Rationale (TLF 1b1): *Provide a brief rationale for each dimension*** |
| ***DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):*** |
| **Score** |  |

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| ***DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4):*** |
| **Score** |  |

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| **STEP 3 – Instructional Implications (TLF 1a2 , 1b1, & 5a2):**  ***Refer to the CA ELD Standards and list instructional implications for each student*** |
| **GUIDING QUESTIONS - Consider** *the language each student produced: What are the students able to do?  At what proficiency level? What instruction do the students need to progress to the next proficiency level? Which ELD Standards will I focus on to develop my future lessons? What prompts or models might I consider? Use language from the ELD Standard and refer to the ELD Frame of Practice when developing the instructional implications for each student.* |

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| **Instructional Implications for Student A:**  | **Instructional Implications for Student B:**  |